

Preparing New Principals Program Exit Process



CREATING A PRINCIPAL ENTRY PLAN

In order to successfully exit the Preparing New Principals program and enter the principal hiring pool in Hillsborough County Public Schools, assistant principals must complete, present and submit a Principal Entry Plan that achieves the target score using the competency rubric.

Through the creation of their Principal Entry Plan for a “mock school,” participants will create a plan that maps out the first 90 days on the job. The entry plan will encompass the District’s school leader domains and competencies, as well as best practices that have been learned throughout the course of the two-year Preparing New Principals program.

The purpose for creating this entry plan is for assistant principals to demonstrate their awareness and understanding of the role of a principal as it relates to student achievement and teacher performance, as well as to demonstrate their ability to strategically plan for the first 90 days once they are appointed to the role of principal.

Once assistant principals have graduated from the program and served an additional year as an assistant principal (for a minimum of three years as an assistant principal), they are then eligible to enter the principal applicant pool in Hillsborough County Public Schools. Graduates are eligible to be appointed as principals for five years. The District’s goal is to place at least 80 percent of graduates into principal vacancies within three years of program completion.



THE NEXT STEP: BECOMING A PRINCIPAL

Upon selection from the applicant pool to become a principal, participants immediately begin the Principal Induction Program. In this two-year program, principals work weekly with a highly trained, full-time principal coach and participate in regular professional development sessions to increase their effectiveness as school leaders.

Within the first two years of becoming a principal, program graduates are expected to:

1. Articulate a strategic vision for learning that guides school improvement efforts and is embraced by the entire school community.
2. Create a positive learning environment that results in increased time on task, reductions in disciplinary referrals, and increases in student achievement for all core academic areas.
3. Establish the conditions for adult collaboration and learning that lead to improved and enhanced teacher practice and performance.

Completing an entry plan really helped me gain clarity to what goals and action steps could and should be implemented. I presented the plan on the first day of preplanning to my entire faculty and continue to refer to it at every faculty meeting.

I believe that every principal should participate in this type of activity to begin a school year. It has been an amazing process for me and my school, and has provided much-needed clarity and goal prioritization for the entire campus.”

DREW OLSON

Principal

Progress Village Middle Magnet School of the Arts